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ABSTRACT

Florida is experiencing a renaissance in foreign language study through more substantial curriculum and admission and graduation requirements in secondary and higher education. The increase has resulted in a critical shortage of foreign language teachers, to which the state has responded with a program of incentives, financial aid, and rigorous summer training institutes. At the same time, because of centralized program coordination, the foreign language curriculum has become more consistent throughout the state. The legislature has created principles to guide the development, maintenance, and review of curriculum frameworks and student performance standards. The curriculum frameworks must be based on current research, recognized education concepts, and statutory and regulatory requirements. Each framework consists of major concepts and four subsections: content, laboratory activities, special notes, and intended outcomes. Performance standards are broad statements of competencies, to be developed further in the school district. Development and approval of the frameworks required two years and the work of four regional committees. The process ensured broad input into curriculum development, and annual revision allows for changes as needed. Further teacher training is now needed. Curriculum framework and student performance standards forms are appended. (MSE)

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8 Curriculum Framework for Foreign Language Education in the State of Florida

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Introduction

In the State of Florida there is presently a renaissance in the study of foreign languages. Recent legislative actions have provided a positive impact on enrollment, curriculum, and teachers. Foreign languages are elective credits for the high school graduation requirements; however, effective August 1987, applicants to our state universities must have earned two credits of a foreign language to be admitted. This entrance requirement has increased the enrollment of college-bound students in foreign language courses. Another program that has increased enrollment is the Florida Academic Scholars Program. It recognizes and rewards outstanding high school students who complete a rigorous and advanced program of prescribed studies, including two years of a foreign language. Finally, the Foreign Languages in Elementary School Program is starting to increase enrollment in the upper level courses because the students who have taken a foreign language in elementary schools arrive at secondary education at an advanced level.

This increase in enrollment has resulted in a shortage of foreign language teachers. To counteract this shortage of teachers, the Legislature established the Critical Teacher Shortage Program. This program has created a series of advantages for present and future teachers, such as grants for students preparing to become foreign language teachers, loan repayments for beginning teachers, and tuition reimbursement for teachers who want to take courses at the universities. The most important program created under the Critical Teacher Shortage is the Summer Institutes. These institutes

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provide rigorous content instruction in foreign languages to instructional personnel who have the assigned responsibility for teaching a foreign language. First priority for participation is given to those teaching a foreign language out-of-field. A foreign language teacher may participate in the rigorous content instruction of a language that he/she is not teaching.

Some other measures have been taken for counteracting this critical teacher shortage. An Alternative Certification Program has been created to provide certification to persons who hold a bachelor's degree in a foreign language. Adjunct instructors can be hired as part of the Visiting School Scholars Program. Retired teachers can be hired as substitute teachers and, finally, legislative action has called for the expansion of the Department of Education's career information system and the establishment of a teacher referral and recruitment center.

At the same time enrollment was increasing, the curriculum for foreign languages has become more consistent throughout the state. Chapter 83-350, Sections 95-104, *Laws of Florida*, has authorized the Department of Education to develop, maintain, and revise curriculum framework for the purpose of insuring a degree of instructional consistency within academic disciplines among high schools in Florida. Section 232.2454 (2) and (5), *Florida Statutes*, has required school districts to adopt student performance standards for each academic program in grades 9-12 for which credit toward high school graduation is awarded. These standards are based on the uniform curriculum frameworks adopted by the State Board of Education. The schools boards were also mandated by law to establish policies as to student mastery of performance standards before credit for the program can be awarded.

The Department of Education coordinated statewide developmental teams of local district personnel to write the curriculum frameworks for 9-12 basic education courses and adult courses. Approval by the State Board of Education of these curriculum frameworks was given on January 22, 1985. It is anticipated that the curriculum frameworks for grades 6,7, and 8 will be completed and forwarded to the State Board of Education for approval during the spring of 1986. The Department of Education also coordinated the task that involved district personnel throughout the State for the development of course performance standards for grades 9-12.

The purpose of this paper is to provide information about the curriculum frameworks and the student performance standards. Both will be defined in terms of the educational research on which they are based. The process for the development of curriculum frameworks and student performance standards will also be explained.

Description of Curriculum Frameworks and Student Performance Standards

The Legislature created principles for the development, maintenance, and review of curriculum frameworks. These principles provided definition and parameters for these frameworks. A curriculum framework was defined as a set of broad statewide guidelines that aid educational personnel in producing specific instructional plans for a given subject area or area of study to promote a degree of uniformity in curriculum offering throughout the State of Florida. The law mandated that the curriculum frameworks are to be based on current education research and literature, recognized educational concepts, and statutory and regulatory requirements. The frameworks for foreign language courses were developed based upon language acquisition and language learning theory and the proficiency scale developed by the Educational Testing Service (ETS) jointly with the American Council on the Teaching of Foreign Languages (ACTFL). Some other principles created by the Legislature addressed the process to be used to develop curriculum frameworks. These are:

Curriculum frameworks are to be developed with imput from the professional knowledge and judgment of a broad spectrum of the educational community and other citizens.

Curriculum frameworks are to be approved by the State Board of Education.

Curriculum frameworks are to be reviewed, evaluated, and revised periodically to reflect statutory or regulatory changes and to make other adjustments necessary. Such revisions will be conducted by the Department of Education following a formal procedure which will involve a broad spectrum of educators and other citizens. Additions and deletions are to be approved by the State Board of Education in coordination with the annual update of the Course Code Directory.

The Department of Education will exercise ongoing coordination and oversight of the development and implementation of curriculum frameworks.

The ongoing coordination and oversight will be exercised, in part, through the Department of Education's existing program compliance and performance audits, review of district implementation of curriculum

frameworks, and through the annual updating and approval by the State Board of Education of the Course Code Directory.

Each framework contains a header and four sections: Major concepts/content, laboratory activities, special notes, and intended outcomes. Included in the curriculum framework header are descriptive elements including the major subject area of which the course is a part, the seven-digit course number and full course title, the amount of credit generated by the course, and applicable grade levels and recommended certification. Also, the header indicates whether courses meet requirements for graduation or the Florida Academic Scholars Certificate program.

Section I, "Major Concepts/Content," provides a concise summary of the course. Section II describes integral laboratory activities. In foreign languages, no laboratory activity is described because the language laboratory is considered supplemental instead of integral. Special notes about an individual course provide information specific and unique to that course. In foreign languages this section is not used. Intended outcomes are broad statements reflecting essential elements that students should demonstrate after successfully completing the course. In foreign languages, intended outcomes are defined as broad statements of what the students may perform outside the classroom in a real life setting and which cannot be measured using regular forms of assessment.

The frameworks have omitted prerequisites to allow districts maximum flexibility in establishing course sequence. Districts may establish desired prerequisites and may offer courses for high schools and adult education in any desired order. In foreign languages the sequential number that is part of the course title establishes the sequential order necessary to acquire proficiency skills. Topics and areas of study listed in each framework are vital components of the course. Districts are encouraged to expand courses as desired to meet local needs. The curriculum frameworks do not dictate techniques or methodology. Instructional materials may be determined by local school districts. For a sample of a curriculum framework, please see Appendix A.

The Legislature also created principles for the development, maintenance, and review of student performance standards. Each district school board was directed through legislation to develop specific student performance for each course in grades 9-12 and assessment procedures for determining student mastery of these standards. However, to provide school districts with a sample of standards, the Department of Education coordinated the task that involved district personnel throughout the State for the development of course performance standards for grades 9-12.

Student performance standards are defined to be broad statements specifying competencies needed to perform selected tasks. In foreign languages, student performance standards are defined as specific statements of what the students may perform in a classroom and which can be measured using regular forms of assessment. These standards are directly related to the intended outcome in the curriculum frameworks. By legislative mandate these standards are to be developed with input from a broad spectrum of the educational community and other citizens. For a sample of student performance standards, please see Appendix B.

Process for the Development of Curriculum Frameworks and Student Performance Standards

On the basis of the 1983 legislation and the need for an underlying structure to enable school districts to design and develop consistent instructional programs, the Bureau of Curriculum Services in the Division of Public Schools of the Department of Education organized and developed strategies for securing input vital to the development of curriculum frameworks and student performance standards for basic courses in high school and adult education programs. Through an established process, local school districts and other members of the educational community, in a joint venture with the Department of Education, developed curriculum frameworks and student performance standards in nineteen basic areas, including foreign languages.

The development and approval of curriculum frameworks took nearly two years. The task for the development of student performance standards took a year to complete. A chronology of events will provide insight into the final products. In July 1983, Chapter 83-350, Laws of Florida, authorized the Department of Education to develop, maintain, and revise curriculum frameworks for the purpose of insuring a degree of instructional consistency within academic disciplines among high schools in Florida. Responsibility for development of curriculum frameworks was assigned to the Bureau of Curriculum Services in August of that year. Bureau contact persons for each academic area were identified. During September and October 1983, four regional meetings were held to organize subject area committees for developing model curriculum frameworks and student performance standards for all academic areas. Regional committees met at various times and locations during October and November to write drafts of curriculum frameworks.

The four regional committees for foreign languages were formed by district foreign language supervisors and teachers. A generalist and the

foreign language program specialist from the Bureau of Curriculum Services were assigned the task of working with all the committees to provide consistency to the final product. The committees established a close relationship among themselves and with foreign language supervisors and teachers throughout the state that were not working directly in any of the committees. The first task was to state subject area goals and objectives. The four committees agreed on the following goals and objectives for the foreign language program:

> The general goals of the foreign language program are to promote the educational benefits to be acquired through the study of foreign languages and to provide instruction toward the acquisition and learning of the target language and its culture.
>
> For objectives, the foreign language program will strive to provide the students with:

1. Skills in listening and speaking in the foreign language, commensurate with the student's level of experience in the language.
2. Skills in reading and writing in the foreign language, commensurate with the student's level of experience in the language.
3. An appreciation and understanding of the historical and cultural values of the people who speak the target language, including comparing and contrasting of the foreign culture with that of the United States.
4. A better understanding and control of the student's own language by comparing selective phonological, morphological, syntactical, and lexical patterns with those in the foreign language.
5. An awareness of the value of foreign languages as employable communication skills needed in professional and vocational areas.
6. A foundation for continuing the study of foreign languages beyond the high school experience.

The committees considered that the skills of listening, speaking, reading, and writing should be grouped into oral communication and written communication in Objectives 1 and 2. Culture deserved an objective by itself. The assistance that a foreign language provides for a better understanding of English was also considered an objective by itself, as well as the basis for careers and professions that foreign languages provide. Finally, foreign languages in high schools were considered a foundation for further study not only at the university level but as a life-long study in any place where foreign languages skills could be acquired.

These goals and objectives, as well as enrollment statistics, were used to establish course offerings. The committees decided to develop curriculum frameworks for French, German, Greek, Hebrew, Italian, Latin, Russian, and Spanish. It was also decided that, with the exception of Latin and Spanish for Spanish-speakers, the curriculum frameworks should be generic for all languages. This would provide for the insertion in the process of any new languages that a district might wish to teach. After having established the goals and objectives and the course offerings, the committees worked on the rest of the sections of the curriculum frameworks. Samples of curriculum guides from foreign language programs in school districts in Florida and throughout the nation were gathered to serve as a basis for the task of the committees.

The Program Assistance Section of the Bureau of Curriculum Services was assigned responsibility for finalizing the format that would be used for typing curriculum frameworks and student performance standards. Drafts of curriculum frameworks were received by the Department of Education, typed in the common format, and sent to school districts for review by December 1983. Review sessions were held at the January 1984 Division of Public Schools Conference in Orlando, and school districts suggested revisions to the curriculum frameworks. From February to April 1984, Bureau of Curriculum Services program area specialists revised curriculum frameworks based upon district input. The curriculum frameworks were retyped in draft form and printed for distribution. In March 1984, regional writing teams began developing student performance standards based on the draft of the curriculum frameworks. On April 17, 1984, curriculum frameworks were mailed to districts for final review. All district input regarding curriculum frameworks was due and received by May 23, 1984. Five simultaneous regional meetings were held on May 31 to receive final input. From June through September, DOE program area specialists prepared final draft curriculum frameworks based upon district and regional meeting input. Frameworks were typed in final draft form. Curriculum frameworks were approved by the Division of Public Schools Rules Committee in October and by the Department of Education Rules Committee in November. The State Board of Education approved the curriculum frameworks in January 1985. After the State Board approval, the official curriculum frameworks were distributed statewide.

As stated above, Section 232.454 (2) and (5), *Florida Statutes,* authorized school districts to adopt, by July 1, 1985, student performance standards for each academic program in grades 9-12 for which credit toward high school graduation is awarded. These standards were to be based on the uniform curriculum frameworks adopted by the State Board of

Education. As we have seen, curriculum frameworks were in the process of development during a period that went from July 1983 to March 1984. In order to assist districts in the development of student performance standards, the same regional writing committees that wrote the curriculum frameworks began developing student performance standards for each curriculum framework in March 1984. The samples developed by the committees were gathered and a student performance standard workshop was held in Tampa on September 17-19, 1984, for the purpose of reviewing regional writing teams efforts and combining these into one document. From December 1984 to January 1985, the final product was typed in draft form and distributed to districts for final review. Five simultaneous regional meetings were held on February 19, 1985, to receive final input regarding student performance standards. During February and March, a summary of suggested revisions was prepared by Bureau of Curriculum Services staff, typed and printed for distribution. In March 1985, student performance standards and suggested revisions were distributed statewide. School districts adopted or adapted this document or used it as a guide for developing district student performance standards for inclusion in pupil progression plans by July 1, 1985, as required by law.

Conclusion

This paper has presented information about curriculum frameworks and student performance standards authorized by law in the State of Florida for the purpose of insuring a degree of instructional consistency within academic disciplines, including foreign languages among high schools in Florida. Both curriculum frameworks and student performance standards were defined in terms of the educational research on which they were based. The process for the development of frameworks and standards was explained using a chronology of events.

Two issues have to be considered regarding perspectives for the future of foreign language education in the State of Florida: (1) the acceptance by school districts and foreign language teachers of the documents developed, and (2) the implementation of a program based on curriculum frameworks and student performance standards. The first issue can be resolved by looking at the process established for the development of the frameworks and standards. The second issue will have to wait until the program is implemented in school year 1985-86.

The process used for the development of curriculum frameworks and student performance standards ensured that every school district and, at least theoretically, every teacher had the opportunity to provide input into the development. The adoption by almost all school districts of the student

performance standards developed by the regional committees proves that both the curriculum frameworks and the student performance standards have been accepted statewide. The annual revision of frameworks and standards will allow the changes needed for the implementation of foreign language programs throughout the State of Florida.

The implementation of a foreign language program based on the approved curriculum framework and student performance standards implies a shift away from the traditional curriculum in foreign languages. Both intended outcomes and performance standards state what the student will be able to do with the language and the level of proficiency used by the student to communicate in oral and written forms. Oral communication with a certain level of proficiency implies the use of oral assessment in which the student will have to produce the language, and the teacher will have to assess this production. Not all the foreign language teachers have been trained to conduct this oral production assessment. This is only an example of the changes in curriculum that are requested by the implementation of curriculum frameworks. It is expected that in-service training for foreign language teachers will assist in the implementation of the foreign language programs in the State of Florida.

Appendix A

CIRRICULUM FRAMEWORK
Florida Department of Education — SUBJECT AREA: FOREIGN LANGUAGES

COURSE NUMBER: 0703320 COURSE TITLE: GREEK 1

CREDIT: _____ .5 _____ 1.0

APPLICABLE GRADE LEVEL(S): P/K-5 6-8 9-12 ADULT
EXCEPTIONAL VOCATIONAL

WILL MEET FLORIDA ACADEMIC
SCHOLARS PROGRAM REQUIREMENTS FOR FOREIGN LANGUAGES

RECOMMENDED CERTIFICATION: GREEK 2 4

I. MAJOR CONCEPTS/CONTENT: The purpose of this course is to introcuce students to the target language and its culture and to develop communicative skills and cross-cultural understanding.

The content should include, but not be limited to, beginning skills in listening and speaking with special attention to pronunciation. An introduction to reading and writing should also be includedd, as well as the fundamentals of grammar and culture.

II. LABORATORY ACTIVITIES: none

III. SPECIAL NOTE: none

IV. INTENDED OUTCOMES: After successfully completing this course, the student will be able to

1. Possess sufficient basic vocabulary and structure to comprehend others and express him/herself in areas of immediate need, including, but not limited to, greetings, social pleasantries, classroom objects and activities, personal data, family relationships, daily activities and interests, weather and time expressions, transportation and travel, ordering in a restaurant, and shopping.

2. Respond without reference to English within the limits of vocabulary and structures of the course.

3. Recognize the letters of the alphabet as well as the typical word order patterns of sentences.

4. Comprehend reading material that has been presented in class including, but not limited to, items on menus, schedules and time tables, and maps and signs.

5. Write simple sentences in the present tense.

6. Write personal data and simple biographical information.

7. Be aware of basic aspects of the Greek culture including, but not limited to, holidays, customs, common foods, leisure-time activities, and selected artistic forms (music, dance, graphic arts).

8. Compare and contrast aspects of the culture of Greek-speaking people with the culture in the United States, including common non-verbal responses.

Appendix B

Subject Area FOREIGN LANGUAGES

Course Number 0703320 Course Title Greek I

COURSE STUDENT PERFORMANCE STANDARDS

After successfully completing this course, the student will be able to

1. Possess sufficient basic vocabulary and structure to comprehend others and express him/herself in areas of immediate need including, but not limited to, greetings, social pleasantries, classroom objects and activities, personal data, family relationships, daily activities and interests, weather and time expressions, transportation and travel, ordering in a restaurant, and shopping.

   The student will
   1.01 demonstrate knowledge and application of specific vocabulary in areas of everyday life, such as:
   - greetings and social pleasantries
   - classroom objects and activities
   - personal data
   - family relationships
   - daily activities and interests
   - weather expressions and seasons
   - time/date expressions
   - transportation and travel
   - ordering in a restaurant and shopping
   - colors
   - numbers

2. Respond, without reference to English, within the limits of vocabulary and structures of the course.

   The student will
   2.01 respond to oral directions and classroom commands.
   2.02 choose correct responses to oral questions to exhibit comprehension of conversations and narratives.
   2.03 respond to a statement or question requiring no change in structure.
   2.04 respond to a question requiring a structural change.

3. Recognize the letters of the alphabet as well as the typical word order patterns of sentences.

   The student will
   3.01 recognize the letters of the alphabet.
   3.02 recognize and respond to interrogative and declarative statements in the affirmative and negative forms, in present tense.

4. Comprehend reading material that has been presented in class including, but not limited to, items on menus, schedules and time tables, and maps and signs.

   The student will
   4.01 demonstrate reading comprehension of passages containing familiar vocabulary and structures.

5. Write simple sentences in the present tense.

   The student will
   5.01 write declarative and interrogative sentences, in the affirmative and negative forms, in the present tense using correct word order.

6. Write personal data and simple biographic information.

   The student will
   6.01 write personal data including age, dates, nationality, address and other biographical information.

7. Be aware of basic aspects of the Greek culture including, but not limited to, holidays, customs, common foods, leisure-time activities, and selected artistic forms (music, dance, and graphic arts).

   The student will
   7.01 identify various regions of the world where Greek is spoken.
   7.02 identify some major holidays, festivals, customs, and historical events of the Greek-speaking people.
   7.03 identify some typical foods, leisure-time activities, and selected artistic forms of the Greek-speaking world.

8. Compare and contrast aspects of the culture of the Greek-speaking people with the culture in the United States, including common non-verbal responses.

   The student will
   8.01 give examples of the influence of the Greek culture on the development of North America.
   8.02 list influences of the language on English.
   8.03 demonstrate understanding of lifestyles of the people who speak Greek.
   8.04 demonstrate awareness of common non-verbal responses in the Greek culture.